

TRENDING NOW

Learning the modal verbs can be challenging because they could be used in a variety of situations. On the other hand, everywhere you look, you see them, so you will soon be familiar with at least some of them. What you can't forget is that modal verbs are auxiliary verbs: they are always used with other verbs in the infinitive without to. However, be able to, do you mind if, and would you mind + gerund are used with other verb forms.

Besides, all the modals convey a meaning when they are combined with a verb.

Even though you haven't seen it in this chapter, it is important to know that every modal has at least more than one meaning and use.

We use both will and would to make requests. The meaning is the same for both, but a request with would is more polite than a request with will.

Will you please help me?

Would you please help me?

The usual short answers for requests are:

- Affirmative: Sure/Certainly/I will/I can.
- Negative: I'm sorry, but I can't.

Would you mind + gerund?

Another way of asking/making requests is using: would you mind + verb in the gerund.

We use it when we are worried that what we are asking for may be inconvenient to the other person, or we imagine that the other person could say "no" or have some objection to our request.

— Would you mind sending me a list of everyone who is coming to the party?

— Not at all. This way you can help me with the invitations.

— Would you mind turning off the phone? The movie is about to start.

— Sure, no problem.

CHECK your understanding

5. Choose the correct alternative to fill in the blanks.

a) Sir, _____ explain the directions to me again, please? (you will / could you / you may)

b) Teacher: Bia, _____ write the homework on the board? (you will / you can / would you please)

Bia: _____, teacher. (Not at all / Absolutely not / Yes, of course)

c) Client: _____ help me with the ATM, please? (Could you please / May you / Could you)

Clerk: Of course!

d) Ms. Anniston, _____ send these e-mails right away? (do you can / can you / you may)

6. Go back to the listening and underline all the examples of modal verbs, be able to, and do/would you mind you can find in the text. Then write questions and answers using four of them.

EXTRA activities

PRACTICE: 8 and 9
DEEPEN: 5 and 6

EXTRA activities

PRACTICE

1. (IFBA) Text



About the Text, it is correct to say:

- a) "Dress" is a noun.
- b) "Might" expresses possibility.
- c) Garfield liked the woman's idea.
- d) Jon has never tried the woman's idea before.
- e) "Experience" is formed by a prefix and a suffix.

Leia o texto para responder à questão 2.

Genetically modified foods

Genetically modified (GM) foods are foods derived from organisms whose genetic material (DNA) has been modified in a way that does not occur naturally, e.g. through the introduction of a gene from a different organism. Currently available GM foods stem mostly from plants, but in the future foods derived from GM microorganisms or GM animals are likely to be introduced on the market. Most existing genetically

modified crops have been developed to improve yield, through the introduction of resistance to plant diseases or of increased tolerance of herbicides.

In the future, genetic modification could be aimed at altering the nutrient content of food, reducing its allergenic potential, or improving the efficiency of food production systems. All GM foods should be assessed before being allowed on the market. FAO/WHO Codex guidelines exist for risk analysis of GM food.

(www.who.int)

2. (Vunesp-SP) No trecho do segundo parágrafo "All GM foods should be assessed before being allowed on the market.", o termo em destaque pode ser corretamente substituído, sem alteração de sentido, por

- a) could.
- b) has to.
- c) might.
- d) ought to.
- e) used to.

The questions 3 and 4 refer to the following comic strip:



CHECK your understanding

3. Work in pairs. Read the sentences to your classmate so that he/she can elaborate questions to ask for permission to do something according to each situation. Use the following modals at least once to form the questions: **can**, **could**, **may**, and **do you mind if**.

a) You're in class and the window is closed, but you are hot.

b) You have to hand in a very important homework on Friday, but you have a doctor's appointment that was scheduled long ago.

c) You're at a diner, and when the hamburger you had ordered arrives, it is rare, not well-done like you want.

d) At home, your computer is broken and you really need to write some e-mails.

e) Your best friend is sitting next to you during break, and he/she brings a delicious carrot cake with chocolate frost.

4. Match the requests for permission to the correct answers.

a) May I speak to Ms. Klein, please?

b) Do you mind if I borrow your dictionary for the class?

c) Tim, could you lend me your skateboard?

d) Can I use your cell phone? My battery is dead.

e) Do you mind if I ask you a question?

() Sorry, I need it for the test.

() Sure, what's your name, sir?

() Not at all!

() No way! I have to practice for the championship!

() Go ahead.

EXTRA activities

PRACTICE: 5 to 7

DEEPEN: 3 and 4

NAIL it!

Will, would, can, could

Read the comic strip and answer the following questions.



Chris Browne - Hagar the horrible.

14 Can you imagine how things were in the past?

- * Can you identify the sentence in which someone asks a question? Underline it in the comic strip.
- * What is the purpose of this question?
 - () To ask for an opinion.
 - () To ask for permission.
 - () To make a request.
 - () To make an invitation.

We use **will**, **would**, **can**, and **could** to request someone to do something. Look at the examples:



Will you help me with the homework, please?



Can you pass the ball, please?



Would you set the table with grandma, please?



Could you take your little sister to school today, please?

Can is used to make basic requests from a friend or classmate. It is often used for small things.

Can you pass the juice?

Can you turn off the air conditioner?

Could is more polite than **can**, but has the same function:

Could you pass the juice, please?

Could you help me with my homework, Mr. Johnston?

Israel Travel Guide

Israel has always been a standout destination. From the days of prophets to the modern day nomad this tiny slice of land on the eastern Mediterranean has long attracted visitors. While some arrive in the 'Holy Land' on a spiritual quest, many others are on cultural tours, beach holidays and eco-tourism trips. Weeding through Israel's convoluted history is both exhilarating and exhausting. There are crumbling temples, ruined cities, abandoned forts and hundreds of places associated with the Bible. And while a sense of adventure is required, most sites are safe and easily accessible. Most of all, Israel is about its incredibly diverse population. Jews come from all over the world to live here, while about 20% of the population is Muslim. Politics are hard to get away from in Israel as everyone has an opinion on how to move the country forward – with a ready ear you're sure to hear opinions from every side of the political spectrum.

Disponível em: www.worldtravelguide.net.
Acesso em: 15 jun. 2012.

SOME OF THE INTERNET'S CRAZIEST CONSPIRACY THEORIES

Michael Jackson Is Still Alive

The advent of the internet hasn't just cooked up new conspiracy theories, it's also accelerated existing ones. If you refuse to believe that it was the Iranians that killed him, perhaps you'll be convinced that MJ is actually still alive. Proof? His own daughter Paris Jackson took a photo of him. Seriously. What do you mean you don't see him? He's right there in the back seat, stacked under that pile of clothes wearing his iconic hat. Believe, man. *Thriller Vol.2* to drop next year.

The Moon Doesn't Exist

It's no good looking at it, night after night. The moon doesn't exist. It's a hologram, put there by persons unknown. Of course, serial conspiracy theorist David Icke has a theory. There are also countless YouTubers keeping an eye out, one of whom has gone as far as "looking at it regularly for a year".

9. O texto traz uma lista de questionamentos e expressões triviais, em geral retóricos e enfáticos, comumente usados pelas pessoas para simplesmente estabelecer uma comunicação com o outro. O tom é de ironia, e não de crítica.

9. (Udesc-SC) It is **correct** to say that the text:

- a) satirizes a system of daily errors, hence ignoring it.
- b) criticizes stupid doubts which a special type of person says.
- c) says that everybody asks stupid questions about their own manias.
- d) satirizes daily questioning which people unconsciously say.
- e) criticizes uncommon statements about a person someone hates.

10. (Udesc-SC) The two underlined sentences are consecutively:

- a) question tag and present perfect.
- b) simple past question and simple present question.
- c) tag question and simple present question.
- d) simple past question and imperative.
- e) tag question and imperative.

11. (UEG-GO) O texto a seguir servirá de base para responder à questão.

How is technology changing the way we use language?

Professor Naomi Baron

The popular press has led many people to believe that the explosion of first email, and then IM (instant messages) and texting, has led language down a destructive path: all that bad spelling and grammar, random punctuation, and all those abbreviations, acronyms, and emoticons. There are two presumptions in this assumption: first, that language has indeed changed and second, that the change is destructive.

Has contemporary digital technology really changed language that much? If you look at writing patterns over the past fifty years or so, you'll find that our notions regarding the importance of "writing

10. As question tags são usadas para confirmar a informação dada na frase, porém discordarão da primeira declaração, como no caso de *Didn't give me a choice there, did ya sunshine?*, em que o autor faz uma pergunta e ao mesmo tempo a responde. No segundo caso, temos o *present perfect*, formado pelo verbo *to have* no presente e verbo principal no *past participle*: *Has the bus come yet?*.

mechanics" have shifted dramatically. Grammar? Don't be so prescriptive. Punctuation? Follow more the way we speak (so-called rhetorical punctuation) rather than traditional rules for writing (so-called logical punctuation). Spelling? Isn't that what spell check is for? It turns out that many of the "errors" we complain about finding in IMs or text messages have their roots in the writing of young people before online and mobile communication became available.

As for abbreviations and acronyms, a quick check of history shows that such shortenings date back centuries, even millennia. With emoticons, while there are hundreds of options out there, empirical research indicates that unless you are a teenager or young adult wanting to show how "in" or "cool" you can be, the vast majority of people do not use them much.

Disponível em: <<http://curiosity.discovery.com/question/technology-changing-language>>. Acesso em: 25 abr. 2013.

De acordo com a opinião expressa pela autora do texto com relação à influência da revolução tecnológica digital na linguagem:

- a) it has led to very important changes in the way people communicate orally.
- b) changes in language have always occurred regardless of digital technology.
- c) language has become less formal and prescriptive and that is a bad change.
- d) it has contributed to a complete destruction of good writing and pronunciation.

A professora explica que as línguas são dinâmicas e mudam com o passar do tempo, pelo próprio uso. Durante esse processo, mudanças e usos considerados "erros" sempre existiram.

12. (UEMG)

The Birth of a Storyteller

Jackie Torrence spent her childhood in North Carolina, in the southern part of the United States. She was a shy child because she had problems with her teeth, which

Finally, whether you are citizens of America or citizens of the world, ask of us here the same high standards of strength and sacrifice which we ask of you. With a good conscience our only sure reward, with history the final judge of our deeds, let us go forth to lead the land we love, asking His blessing and His help, but knowing that here on earth God's work must truly be our own.

KENNEDY, John F. "Inaugural Address", 20 jan. 1961. *The American Presidency Project*. Extraído do site: <www.presidency.ucsb.edu/ws/?pid=8032>. Acesso em: 29 out. 2014.

2. Complete as lacunas no texto com *whether* ou *if*. Justifique suas escolhas a seguir.

Utiliza-se *whether* em vez de *if* em contextos mais formais de uso, como é o caso, uma vez que o texto faz parte de um discurso do ex-presidente norte-americano.

3. O discurso de John Kennedy conclama a população norte-americana e mundial a uma mudança de visão e atitude em prol da construção de uma sociedade pacífica. Na passagem: *For man holds in his mortal hands the power to abolish all forms of human poverty and all forms of human life*, ele esclarece que há duas possibilidades opostas de alcance das atitudes humanas dependendo de suas escolhas. Explique esse chamado que ele faz, com base na leitura integral do texto.

John Kennedy esclarece nessa passagem que a humanidade possuía já naquele momento o poder de destruir todas as formas de pobreza, mas também todas as formas de vida humana. Ele conclama, então, que todas as nações, adversárias ou não, não tenham medo de negociar. Ao mesmo tempo, diz à população que está nas mãos dela, mais do que nas dele, o sucesso ou o fracasso dessa trajetória. Ao mencionar que inúmeros cidadãos já tinham dado suas vidas para mostrar sua lealdade pela nação, ele conclama tanto os norte-americanos quanto os demais povos do mundo a pensar não no que os Estados Unidos poderiam fazer por eles, mas no que todos juntos podem fazer pela liberdade humana.

4. Qual das frases abaixo tem uma noun clause iniciada por *however*? Justifique.

I. She can dress however she wants.

II. She really likes fashion; however, she decided to study Engineering.

Em I, *however* é um advérbio que significa *no matter how* ou *any way*, e a oração que ele inicia funciona como uma noun clause. Em II, *however* é uma conjunção com o significado de *but*, que indica contraste e não inicia uma subordinate clause.

Direct and indirect speech

5. (ITA-SP)

THE MAN IN THE CONVERTIBLE

One morning, well after I was diagnosed with cancer, I got an email from Robbee Kosak, Carnegie Mellon's vice president for advancement. She told me a story.

She said she had been driving home from work the night before, and she found herself behind a man in a convertible. It was a warm, gorgeous, early-spring evening, and the man had his top down and all his windows lowered. His arm was hanging over the driver's side door, and his fingers were tapping along to the music on his radio. His head was bobbing along, too, as the wind blew through his hair.

Robbee changed lanes and pulled a little closer. From the side, she could see that the man had a slight smile on his face, the kind of absentminded smile a person might have when he's all alone, happy in his own thoughts. Robbee found herself thinking: "Wow, this is the epitome of a person appreciating this day and this moment."

The convertible eventually turned the corner, and that's when Robbee got a look at the man's full face. "Oh my God," she said to herself. "It's Randy Pausch!"

She was so struck by the sight of me. She knew that my cancer diagnosis was grim. And yet, as she wrote in her email, she was moved by how contented I seemed. In this private moment, I was obviously in high spirits.

Robbee wrote in her email: "You can never know how much that glimpse of you made my day, reminding me of what life is all about."

I read Robbee's email several times. I came to look at it as a feedback loop of sorts.

It has not always been easy to stay positive through my cancer treatment. When you have a dire medical issue, it's tough to know how you're really faring emotionally. I had wondered whether a part of me was acting when I was with other people. Maybe at times I forced myself to appear strong and upbeat. Many cancer patients feel obliged to put up a brave front. Was I doing that, too?

But Robbee had come upon me in an unguarded moment. I'd like to think she saw me as I am. She certainly saw me as I was that evening.

Her mail was just a paragraph, but it meant a great deal to me. She had given me a window into myself. I was still fully engaged. I still knew life was good. I was doing OK.

Fonte: PAUSCH, R. *The last lecture*. New York, Hyperion, 2008. p. 64-65.

Na frase "She said she had been driving home from work the night before, and she found herself behind a man in a convertible" (par. 2), a formação correta quanto ao uso do discurso direto é:

- a) She said: "I was driving home from work last night, and I found myself behind a man in a convertible".
- b) She said: "I had been driving home from work last night, and I found me behind a man in a convertible".
- c) She said: "I drove home yesterday night from work, and I had found myself behind a man in a convertible".
- d) She said: "I had driven home the night before, and I found myself behind a man in a convertible".
- e) She said: "I was driving home from work yesterday, and I was finding myself behind a man in a convertible".

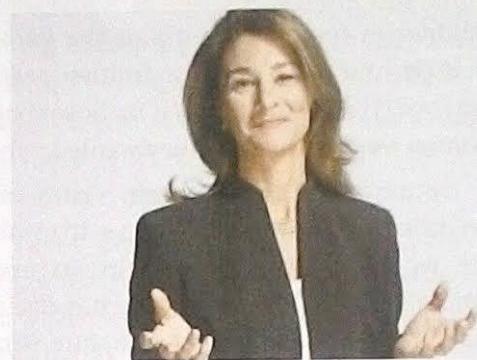
5. O verbo que estava no past perfect continuous (had been driving) deve ficar no past continuous (was driving) seguido por outro no simple past (found).

6. (Mack-SP)

In Newsweek Magazine

Will Melinda Gates Change the Game for Women?

She plans to use the Gates Foundation's billions to revolutionize contraception worldwide.



Nigel Parry for Newsweek

In the 12 years since Melinda Gates and her husband, Bill, created the Gates Foundation, the world's largest philanthropic organization, she has done a lot of traveling. A reserved woman who has long been wary of the public glare attached to the Gates name, she comes alive, her associates say, when she's visiting the foundation's projects in remote corners of the world. "You get her out in the field with a group of women, sitting on a mat or under a tree or in a hut, she is totally in her element, totally comfortable," says Gary Darmstadt, director of family health at the foundation's global health program.

Visiting vaccine programs in sub-Saharan Africa, Gates would often ask women at remote clinics what else they needed. Very often, she says, they would speak urgently about birth control. "Women sitting on a bench, 20 of them, immediately they'll start speaking out and saying 'I wish I had that injection I used to get,'" says Gates. "'I came to this clinic three months ago, and I got my injection. I came last week, and I couldn't get it, and I'm here again.'"

They were talking about Depo-Provera, which is popular in many poor countries because women need to take it only four times a year,

6. Quando no discurso indireto temos a *simple past*, devemos passá-lo para o *simple present* no discurso direto. Dessa forma, a pergunta passa a ser "What else do you need?".

and because they can hide it, if necessary, from unsupportive husbands. As Gates discovered, injectable contraceptives, like many other forms of birth control, are frequently out of stock in clinics in the developing world, a result of both funding shortages and supply-chain problems.

Women would tell her that they'd left their farms and walked for hours, sometimes with children in tow, often without the knowledge of their husbands, in their fruitless search for the shot. "I was just stunned by how vociferous women were about what they wanted," she says.

Because of those women, Gates made a decision that's likely to change lives all over the world. As she revealed in an exclusive interview with *Newsweek*, she has decided to make family planning her signature issue and primary public health a priority.

By Michelle Goldberg

The sentence "*Gates would often ask women at remote clinics what else they needed*" in the direct speech is

- a) Gates will ask to the women at remote clinics "What else have you needed?"
- b) "What else did you need?", Gates asked women at remote clinics.
- c) Gates often asked to the women at remote clinics: "What else does she need?"
- d) "What else do you need?", Gates usually asked women at remote clinics.
- e) Gates occasionally questioned the women at remote clinics about what they needed.

7. (AFA-SP)

Howard Gardner: 'Multiple intelligences' are not 'learning styles' by Valerie Strauss

1 The fields of psychology and education were revolutionized 30 years ago when we now world-renowned psychologist Howard Gardner published his 1983 book *Frames of Mind: The 5 Theory of Multiple Intelligences*, which detailed a new model of human intelligence that

went beyond the traditional view that there was a single kind that could be measured by standardized tests.

10 Gardner's theory initially listed seven intelligences which work together: linguistic, logical-mathematical, musical, bodily-kinesthetic, interpersonal and intrapersonal; he later added an eighth, naturalist intelligence 15 and says there may be a few more. The theory became highly popular with K-12 educators around the world seeking ways to reach students who did not respond to traditional approaches, but over time, 'multiple intelligences' somehow 20 became synonymous with the concept of 'learning styles'. In this important post, Gardner explains why the former is not the latter.

It's been 30 years since I developed the notion of 'multiple intelligences'. I have been 25 gratified by the interest shown in this idea and the ways it's been used in schools, museums, and business around the world. But one unanticipated consequence has driven me to distraction and that's the tendency of many 30 people, including persons whom I cherish, to credit me with the notion of 'learning styles' or to collapse 'multiple intelligences' with 'learning styles'. It's high time to relieve my pain and to set the record straight.

35 First a word about 'MI theory'. On the basis of research in several disciplines, including the study of how human capacities are represented in the brain, I developed the idea that each of us has a number of relatively independent mental 40 faculties, which can be termed our 'multiple intelligences'. The basic idea is simplicity itself. A belief in a single intelligence assumes that we have one central, all-purpose computer, and it determines how well we perform in every 45 sector of life. In contrast, a belief in multiple intelligences assumes that human beings have 7 to 10 distinct intelligences.

Even before I spoke and wrote about 50 'MI', the term 'learning styles' was being bandied about in educational circles. The idea, reasonable enough on the surface, is that all

children (indeed all of us) have distinctive minds and personalities. Accordingly, it makes sense to find out about learners and to teach and nurture them in ways that are appropriate, that they value, and above all, are effective.

Two problems: first, the notion of 'learning styles' is itself not coherent. Those who use this term do not define the criteria for a style, nor where styles come from, how they are recognized/ assessed/ exploited. Say that Johnny is said to have a learning style that is 'impulsive'. Does that mean that Johnny is 'impulsive' about everything? How do we know this? What does this imply about teaching? Should we teach 'impulsively', or should we compensate by 'teaching reflectively'? What of learning style is 'right-brained' or visual or tactile? Same issues apply.

70 Problem #2: when researchers have tried to identify learning styles, teach consistently with those styles, and examine outcomes, there is not persuasive evidence that the learning style analysis produces more effective outcomes than a 'one size fits all approach'. Of course, the learning style analysis might have been inadequate. Or even if it is on the mark, the fact that one intervention did not work does not mean that the concept of learning styles is 75 fatally imperfect; another intervention might have proved effective. Absence of evidence does not prove non-existence of a phenomenon; it signals to educational researchers: 'back to the drawing boards'.

85 Here's my considered judgment about the best way to analyze this lexical terrain:

Intelligence: We all have the multiple intelligences. But we signed out, as a strong intelligence, an area where the person has 90 considerable computational power.

Style or learning style: A hypothesis of how an individual approaches the range of materials. If an individual has a 'reflective style', he/she is hypothesized to be reflective 95 about the full range of materials. We

7. Ao passar para o discurso indireto, o simple present (are consequential) precisa ser alterado para o simple past (were consequential), e o demonstrativo *these* precisa ser modificado para *those*.

cannot assume that reflectiveness in writing necessarily signals reflectiveness in one's interaction with the others.

Senses: Sometimes people speak about a 'visual' 100 learner or an 'auditory' learner. The implication is that some people learn through their eyes, others through their ears. This notion is incoherent. Both spatial information and reading occur with the eyes, but they make use 105 of entirely different cognitive faculties. What matters is the power of the mental computer, the intelligence that acts upon that sensory information once picked up.

These distinctions are consequential. If 110 people want to talk about 'an impulsive style' or a 'visual learner', that's their prerogative. But they should recognize that these labels may be unhelpful, at best, and ill-conceived at worst.

In contrast, there is strong evidence that 115 human beings have a range of intelligences and that strength (or weakness) in one intelligence does not predict strength (or weakness) in any other intelligences. All of us exhibit jagged profiles of intelligences. There are common 120 sense ways of assessing our own intelligences, and even if it seems appropriate, we can take a more formal test battery. And then, as teachers, parents, or self-assessors, we can decide how best to make use of this information.

(Adapted from <https://www.washingtonpost.com/news/answer-sheet>)

Glossary:

1. K-12 educators defend the adoption of an interdisciplinary curriculum and methods for teaching with objects.

Choose the option that shows the indirect speech form for "These distinctions are consequential." (line 109).

Gardner

- a) said that those distinctions were consequential.
- b) told these distinctions are consequential.
- c) said us these distinctions were consequential.
- d) told those distinctions are consequential.

7. Ao passar para o discurso indireto, o simple present (are consequential) precisa ser alterado para o simple past (were consequential), e o demonstrativo *these* precisa ser modificado para *those*.

8. (Escola Naval-RJ) Which is the correct option to complete the dialogue?

What did John tell Mary last Saturday?

John told _____ the day before.

- a) Mary that he will buy some flowers
- b) her that he had bought some flowers
- c) him that he did buy some flowers
- d) to Mary that he bought some flowers
- e) that he has to buy some flowers

Como o acontecimento se deu no passado,
devemos usar o *past perfect* para o verbo *to buy*, ou seja, *had bought*.

9. (PUC-RS)

1 UNITED NATIONS, May 11, 2015 (IPS/2 GIN) – Speaking at the U.N. Security Council, 3 Federica Mogherini, High Representative of the 4 European Union for Foreign Affairs, called on the 5 international community to take urgent steps to 6 end the Mediterranean crisis and dismantle the 7 human smuggling rings that facilitate it.

8 "The EU is united and we will work, but we 9 cannot work alone. We need to share and act 10 together, as it's a EU responsibility and a global 11 responsibility," said Mogherini.

12 In 2014, 3,300 migrants died while fleeing 13 their countries of origin to enter Europe. Three 14 people out of four perished in the Mediterranean 15 Sea, and 2015 looks set to be even worse, added 16 Mogherini.

17 According to the U.N. Refugee Agency 18 (UNHCR) about 60,000 men, women and 19 children have crossed the Mediterranean this 20 year, and 1,800 of them have tragically died 21 during the journey.

22 "Saving lives and preventing the loss of lives 23 at sea is a top responsibility that we all share, 24 not only as Europeans but globally," Mogherini 25 said at the Council briefing, adding that an 26 exceptional situation requires an immediate 27 strategy to solve the crisis.

28 The Mediterranean problem is a structural 29 problem rooted in poverty, increasing 30 inequality, conflicts and human rights 31 violations in African and Middle Eastern 32 countries and beyond, including the situation

33 in Syria, Afghanistan and the Horn of Africa, 34 said the European High Representative.

35 Also speaking at the Council was Antonio 36 Tete, Permanent Representative Observer of 37 the African Union to the U.N., who underlined 38 that smuggling of migrants has emerged due to 39 several factors that lead people in many African 40 countries to escape from abject poverty, climate 41 change, water scarcity, insufficient progress in 42 employment and rising inequality.

43 "This humanitarian emergency is also a 44 security crisis, since smuggling networks are 45 linked to finance and terrorist activities, which 46 contributes to instability in a region that is 47 already unstable enough," Mogherini said.

48 If the international community fails to 49 frame its response to the crisis, it will be a 50 "moral failure," said Peter Sutherland, the 51 Special Representative of the Secretary-General 52 for International Migration.

Ieri, Valentina. Global Information Network
[New York] 11 May 2015.

To answer the question, complete the rephrased speech of Peter Sutherland (lines 48-50), using the indirect speech.

Peter Sutherland said that _____ if _____ the international community _____ failed _____ to frame its response to the crisis, it _____ would be _____ a "moral failure".

The alternative that fills in the blanks of the text above correctly is

- a) unless – fails – wouldn't be
- b) unless – failed – will be
- c) if – fails – would be
- d) if – failed – will be
- e) if – failed – would be

Para o discurso indireto, o simple present deve passar para o simple past (*fail – failed*) e o simple future deve passar para o conditional future (*will – would*).

10. (AFA-SP)

The Lion King

This article is about Disney's 1994 film.

1 The *Lion King* is a 1994 American animated feature produced by Walt Disney Feature

Animation. Released to theaters on June 15, 1994 by Walt Disney Pictures, it is the 32nd film in the Walt Disney Animated Classics. The story, which was influenced by the Bible stories of Joseph and Moses and the William Shakespeare play *Hamlet*, takes place in a kingdom of anthropomorphic animals in Africa. The film was the highest grossing animated film of all time until the release of *Finding Nemo*. *The Lion King* still holds the record as the highest grossing traditionally animated film in history and belongs to an era known as the Disney Renaissance.

The Lion King is the highest grossing 2D animated film of all time in the United States, and received positive reviews from critics, who praised the film for its music and story. During its release in 1994, the film grossed more than \$783 million worldwide, becoming the most successful film released that year, and it is currently the twenty-eighth highest-grossing feature film.

http://en.wikipedia.org/wiki/The_Lion_King

Glossary:

Feature film: a film that is 90 or more minutes long
Gross: total
Release: make public
Praise: show approval

The sentences below taken from the text were changed into Indirect Speech. Mark the one that was changed **correctly**.

- a) The author quoted that the film is being the highest grossing animated film of all time. (lines 10 and 11)
- b) The text mentioned that *The Lion King* still held the record as the highest grossing traditionally animated film in history. (lines 12 to 14)
- c) The text assumed that the movie was receiving positive reviews from critics, who praised the film for its music and story. (lines 18 and 19)
- d) The movie has been currently the twenty-eighth highest-grossing feature film. (lines 22 to 24)

10. O tempo verbal do texto é o *simple present* (*holds*). Ao passarmos a oração para o discurso indireto, devemos utilizar o *simple past* (*held*).

Texto para as questões 11 e 12.

EXPERTS TO PREPARE GLOBAL WARMING REPORT

Scientists, government officials prepare definitive U.N. report on state of global warming

1 The Earth is hurtling toward a warmer climate at a quickening pace, a Nobel-winning U.N. scientific panel said in a landmark report released Saturday, warning of 5 inevitable human suffering and the threat of extinction for some species.

As early as 2020, 75 million to 250 million people in Africa will suffer water shortages, residents of Asia's megacities will be at great 10 risk of river and coastal flooding, Europeans can expect extensive species loss, and North Americans will experience longer and hotter heat waves and greater competition for water, the report from the Intergovernmental Panel on 15 Climate Change says.

U.N. Secretary-General Ban Ki-moon said climate change imperils "the most precious treasures of our planet". The potential impact of global warming is "so severe and so sweeping 20 that only urgent, global action will do", Ban told the IPCC after it issued its fourth and final report this year.

The IPCC adopted the report, along with a summary, after five days of sometimes tens 25 of negotiations. It lays out blueprints for avoiding the worst catastrophes – and various possible outcomes, depending on how quickly and decisively action is taken.

The document says recent research has 30 heightened concern that the poor and the elderly will suffer most from climate change that hunger and disease will be more common that droughts, floods and heat waves will 35 afflict the world's poorest regions; and that more animal and plant species will vanish.

(From "Experts to prepare global warming report", by ARTHUR M. Associated Press Writer |AP, Newsweek November 17, 200

11. (UFAL) The text deals with:

- 1) environment.
- 2) global policies.
- 3) business.
- 4) science.
- 5) world affairs.

The correct answers are:

- a) 1, 2 and 3 only.
- b) 1, 2, 3 and 4 only.
- c) 1, 2, 4 and 5 only.
- d) 3, 4 and 5 only.
- e) 1, 2, 3, 4 and 5.

O texto todo traz diversos trechos que podem ser utilizados para mostrar quais são os assuntos tratados. No entanto, já no título temos muitas pistas: *experts (research, science) to prepare global warming (environment, world, global issues) report (research, science)*.

No restante do texto também há menções aos problemas ambientais, políticas e esforços globais necessários para evitar o aquecimento global, com base em pesquisas científicas, e outros assuntos de interesse mundial. Entretanto, em nenhum momento o texto fala sobre negócios.

13. (ESPM-SP)



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"What do I have to do to get a straight answer around here?"

Sign the right reported speech.

- a) The boy asked what he had to do to get a straight answer around there.
- b) The boy told his mother that she had to do something to get a straight answer around here.
- c) The boy said what did he have to do to get a straight answer around here?
- d) The boy asked his mom if I had to do something to get a straight answer.
- e) The boy asked his mom what he did to get a straight answer around there.

Além da mudança no tempo verbal, há a mudança de referência de lugar, pois o garoto fala *here* (aqui) e, ao passar para o discurso indireto, devemos nos referir ao espaço com *there* (lá).

14. (Mack-SP)

RISKY BUSINESS: CAN TOM CRUISE SURVIVE A HOLLYWOOD STUDIO SNUB?

By Sean Smith and Johnnie L. Roberts

In the end, it may be the best thing that could have happened to Tom Cruise. Viacom billionaire Sumner Redstone told The Wall Street Journal last week that his studio, Paramount, was not renewing Cruise's production-company deal after 14 years because "we don't think someone who effectuates creative suicide and costs the company revenue should be on the lot." Hollywood and the media erupted. Redstone was saying that Cruise's wacky behavior – jumping on Oprah's couch, espousing his Scientology beliefs – had hurt the box office for "Mission: Impossible III", which grossed \$393 million worldwide, but \$153 million less than "M:I:II."



(Adapted from *Newsweek*)

The sentence *Mr. Redstone said*, "We don't think someone who effectuates creative suicide and costs the company revenue should be on the lot" in the reported speech would be:

- a) Mr. Redstone believed that they didn't think someone who would effectuate creative suicide and cost the company revenue should have been on the lot.
- b) Mr. Redstone stated that we didn't think someone who had effectuated creative suicide and costed the company revenue should have been on the lot.
- c) Mr. Redstone implied that they didn't think someone who effectuated creative suicide and costed the company revenue should have been on the lot.
- d) Mr. Redstone affirmed that they hadn't thought someone who had effectuated

creative suicide and cost the company revenue should be on the lot.

- e) Mr. Redstone believed that they didn't think someone who effectuated creative suicide and cost the company revenue should be on the lot.

15. (UFBA)

A IS FOR APPLE

With childhood obesity on the rise, students, parents and teachers are learning the importance of a healthy diet.



1 The students of class CM2 at the St. Joan of Arc elementary school in northern France are playing with their food – and their teacher is delighted. During the course of the morning, 5 the class learns that fruits contain minerals, fiber, sugar and vitamins. "Who knows why we need vitamin C?" asks a nutritionist employed by the local school district. Three hands shoot up. "Without it we become tired," answers a 10 student enthusiastically.

If only more of Europe's children knew as much about healthy food. Just like their counterparts in the U.S., European kids increasingly eat a diet high in fat and sugar and 15 low in nutrition – and too often that includes what their schools feed them. The junk-food problem was highlighted recently by British television chef Jamie Oliver, who describes meals served in British schools as "mostly rubbish". 20 Poor diets have caused a big increase in the number of obese children: levels of childhood obesity in Europe have increased from between 5% and 10% 25 years ago to as much as 25% in some countries today. It may also contribute to

14. Ao passar para o *indirect speech*, os verbos que estão no *simple present* vão para o *simple past*. Importante notar que o passado simples do verbo *to cost* é *cost*, pois se trata de um verbo irregular.

25 bad behavior and learning difficulties. A study by Oxford University's department of physiology found that underachieving British children's reading and spelling abilities were dramatically improved when their diets were supplemented
 30 with fish oils containing omega-3 fatty acids – essential for brain development but missing from modern processed foods.

Schools and parents are finally waking up to the notion that poor diet is making kids fatter, 35 angrier and less able to learn. The health-and-nutrition class at St. Joan of Arc, for instance, is part of a government-sponsored effort to deal with the problem of child obesity. Funded by European food and drug companies and France's 40 Ministry of Health, the program is designed to make healthy eating part of children's everyday lives – at school and at home. School lunches now replace unhealthy foods like French fries with vegetables such as beans. Children in the 45 district also have a healthy preschool breakfast intended to supplement the breakfast they ate – or sometimes did not eat – at home.

ROBINSON, Simon. A is for apple. *Time*, Amsterdam, v. 165, n. 22, May 30, 2005. p. 44-45. Adaptado.

"junk-food" (l. 16) – alimento sem valor nutricional.
 "rubbish" (l. 19) – lixo.

Answer these questions in English according to the instructions below.

- Complete this sentence changing it to the Indirect Speech with the introducing verb in the Past Tense.

"Who knows why we need vitamin C?" asks a nutritionist." (l. 6 and 7)

*A nutritionist asked (them) who knew why we need vitamin C.**

- Change this passive sentence into the active voice.

"The junk-food problem was highlighted [...] by British television chef Jamie Oliver". (l. 16 to 18)

***The British television chef Jamie Oliver highlighted the junk-food problem.*

15. *Passando a primeira frase para o *indirect speech*, o verbo *to know* deve passar do *simple present* para o *simple past*. O verbo *need* pode permanecer no presente, pois se trata de um fato imutável: *We need vitamin C*. O pronome *we* permanece o mesmo, pois a pessoa que faz a pergunta e as pessoas que vão respondê-la estão inseridas no contexto. **No segundo caso, para transformar a sentença da voz passiva para a voz ativa, o sujeito vira objeto direto, e o agente da passiva vira o sujeito da oração.

- Ask a question so that **only** the part of the sentence in bold should be the answer.

"Jamie Oliver [...] describes meals served in British schools as '**mostly rubbish**'". (l. 18 and 19)

How does Jamie Oliver describe meals served in British schools?

16. (Vunesp-SP)

How do terrorist organizations use the internet?

The internet is an increasingly useful tool for terrorists, whose online activities include information-sharing, propaganda, and possibly, cyberterrorism. Over the last ten years, the number of terrorist sites has jumped from less than 100 to as many as 4,000. "This has particularly taken off since the war in Iraq, as many of the insurgency groups there have many sites and message boards to help their network", says SITE Institute, a Washington DC-based terrorist-tracking group. "The greatest advantage [of the internet] is stealth", says John Arquilla, professor of defense analysis at the Naval Postgraduate School. "[Terrorists] swim in an ocean of bits and bytes". But the same anonymity that draws terrorists into the cyber world may also enable law-enforcement officials to spy on them undetected.

[...]

Today, terrorists give orders, plan attacks, and even send funds via online message boards and chat rooms. Terrorist sites also serve as virtual training grounds, offering tutorials on making bombs, firing surface-to-air-missiles, shooting at U.S. soldiers, and sneaking into Iraq from abroad. The internet also provides a venue for terrorists to disseminate their message, experts say. Terrorist sites broadcast propaganda videos designed to boost morale, raise funds, or recruit new members.

[...]

There is some debate within the counterterrorism community about how to combat terrorist sites. Some experts say monitoring websites can provide valuable

pergunta e as pessoas que vão respondê-la estão inseridas no contexto. **No segundo caso, para transformar a sentença da voz passiva para a voz ativa, o sujeito vira objeto direto, e o agente da passiva vira o sujeito da oração.

17. Como se trata de uma pergunta, o reporting verb deve ser *asked*, e o *why* deve ser *mantido*. Em seguida, é preciso alterar o tempo verbal do simple past para o past perfect. É importante lembrar de desfazer a inversão verbal interrogativa.

evolution of large-brained, helpless hominid infants created a new imperative for mother and father to cooperate in child-rearing. Romantic love, she contests, drove ancestral women and men to come together long enough to conceive, whereas attachment, another complex of feelings with a different chemical basis, kept them together long enough to support a child until weaning (about four years). Evidence indicates that as attachment grows, passion recedes. Thus, the same feelings that bring parents together often force them apart, as one or both fall in love with someone new. Fisher's theory of how human pair-bonding evolved is just one of several hypotheses under debate today, and she does not discuss these alternatives. Like the words of a talented lover, Fisher's prose is charming and engaging. One chapter is a litany to passion in other animals, a vivid reminder that we are not the only species that feels deeply. Another provides new insight into the obsessive attempts of abandoned lovers to rekindle romance. Toward the end of the book, Fisher helps to redeem the self-help genre, rooting her advice in hard science.



Image: BARBARA SMUTS

OLIVE BABOONS, an adult female (left) and male, snuggle during an afternoon rest period in Kenya. Among baboons, only pairs who have formed longterm friendships have been observed in such intimate contact.

(Adapted from "<http://www.sciam.com>")

The sentence "*Why has evolution burdened humans with such seemingly irrational passions?*" in the reported speech will be:

- a) Fisher asked evolution why it had burdened humans with such seemingly irrational passions.
- b) Fisher asked why evolution had burdened humans with such seemingly irrational passions.
- c) Fisher asked why had evolution been burdened humans with such seemingly irrational passions?
- d) Fisher said that why had evolution burdened humans with such seemingly irrational passions?
- e) Fisher asked that evolution has burdened humans with such seemingly irrational passions.

18. (UFPE)

"Daddy, draw me a spider," said my two-year-old daughter. So I drew her a massive spider with eight huge, hairy legs.

"Draw me an airplane," she said. So I drew a large airliner.

"Now draw Daddy." So I drew a man with a washboard stomach, Popeye-like muscles and a chiseled chin.

After admiring it for a few seconds, she said, "Now draw me, Daddy."

(From *LITTLE ANGELS WITH BIG MOUTHS*, Reader's Digest, September 2005, page 129.)

Texto para as questões 9 e 10.

1 The widespread destruction of tropical rainforest ecosystems and the consequent extinction of numerous plant and animal species is happening before we know even the 5 most basic facts about what we are losing.

Covering only 6 percent of the Earth's surface, tropical moist forests contain at least half of all species. The abundant botanical resources of tropical forests have already 10 provided substantial medical advances; yet only 1 percent of the known plant and animal species have been carefully examined for their medicinal potentials. Meanwhile, 2 percent of the world's rainforests are irreparably damaged 15 each year. Scientists estimate that, at the accelerating rate at which rainforests are now being destroyed, as much as 20 or 25 percent of the world's plant species will soon be extinct.

Approximately 7,000 medical compounds 20 prescribed by Western doctors are obtained from plants. These drugs had an estimated retail value of US\$ 43 billion some years ago. Seventy percent of the 3,000 plants identified by the United States National Cancer Institute as having potential 25 anti-cancer properties are characteristic of the rainforest. Tropical forest species serve Western surgery and internal medicine in three ways. First, extracts from organisms can be used directly as drugs. For maladies ranging from persistent 30 headaches to lethal contagions such as malaria, rainforest medicines have provided modern society with a variety of cures and pain relievers.

Secondly, chemical structures of forest 35 organisms sometimes serve as models from which scientists and researchers can chemically synthesize drug compounds. For example, the blueprint for aspirin comes from extracts of willow trees found in the rainforest. Neostigmine, a chemical obtained from the Calabar bean and 40 used to treat glaucoma in West Africa, also provides the blueprint for synthetic insecticides. However, the chemical structures of most natural drugs are very complex, and simple extraction is usually less expensive than synthesis. Ninety percent of the 45 prescription drugs that are based on higher plants include direct extractions from plants.

9. O parágrafo 1 apenas faz uma introdução ao assunto geral do texto. O parágrafo 3 informa que muitos compostos prescritos por médicos do Ocidente são obtidos das plantas das florestas tropicais. O parágrafo 4 explica como cientistas e pesquisadores sintetizam quimicamente os compostos, e o parágrafo 5 informa que as plantas auxiliam as pesquisas.

Finally, rainforest plants provide aids for research. Certain plant compounds enable scientists to understand how cancer cells grow, 50 while others serve as testing agents for potentially harmful food and drug products. Tropical forests offer hope for safer contraceptives for both women and men. The exponential growth of world population clearly demonstrates 55 the need for more reliable and effective birth control methods. Worldwide, approximately 4,000 plant species have been shown to offer contraceptive possibilities. The rainforest also holds secrets for safer pesticides for farmers. Two 60 species of potatoes have leaves that produce a sticky substance that traps and kills predatory insects. This natural self defense mechanism could potentially reduce the need for using pesticides on potatoes. Who knows what other 65 tricks the rainforest might have up its leaves?

http://www.ran.org/info_center/factsheets/05f.html
1995-2003 Rainforest Action Network

9. (PUC-RJ) Mark the only **correct** statement about the structure of the text.

a) Paragraph 1 affirms that the world's population is powerless against deforestation.

b) Paragraph 2 warns about the destruction of rainforests and its valuable resources.

c) Paragraph 3 aims to inform the exact number of all plants identified in tropical forests.

d) Paragraph 4 explains in detail how insecticides can be obtained from plants.

e) Paragraph 5 lists the unhealthy or poisonous plants found in the rainforest.

10. (PUC-RJ) In the sentence "yet only 1 percent of the known plant and animal species ..." (lines 10-12), the word **yet**:

a) adds an example.

b) introduces a result.

c) makes a comparison.

d) expresses a contrast.

e) provides a cause.

O sentido de **yet** na frase referida é "ainda que". As demais opções podem ser rapidamente descartadas, pois **yet** não é utilizado em inglês para "acrescentar um exemplo", como propõe a alternativa a, "introduzir um resultado", como sugerido em b, "fazer uma comparação", como apresentado em c, ou "apresentar uma causa", como dito em e.

The two-year-old girl said: "Daddy, draw me a spider." The reported speech for this sentence is: She requested him: A garota pediu a ele que desenhasse uma aranha para ela (*to draw her a spider*).

- (F) that he draws her a spider.
- (F) that he had drawn her a spider.
- (F) if he had drawn her a spider.
- (V) to draw her a spider.
- (F) whether he should draw her a spider.

19. (Mack-SP)

Schools Relax Cellphone Bans, Nodding to Trend

LANSING, Mich. – Sitting in his second-period computer class at Eastern High School, Gray Taylor, 15, felt his cellphone vibrate. To avoid being caught by the teacher, he answered quietly – and discovered an unexpected caller.

"Why are you answering the phone in class?" Gray's mother asked. He whispered back, "You're the one who called me". His mother said she had intended to leave a question on Gray's voice mail.

Such scenes are playing out across the country, as hundreds of high schools have reluctantly agreed to relax their rules about cellphones in schools. Rather than banning the phones outright, as many once did, they are capitulating to parent demands and market realities, and allowing students to carry phones in school – though not to use them in class.

The reversal is a significant change from policies of the 1990's, when school administrators around the country viewed cellphones as the tools of drug dealers. In Florida, carrying a cellphone in school could be punishable by a 10-day suspension. In Louisiana, it was deemed a crime, with a potential penalty of 30 days in jail.

But now the phones have become tools used by parents to keep in touch with, and keep track of, their children. And schools are facing a more basic reality: it is no longer possible to enforce such bans.

Thanks to the falling prices of mobile phones, and the aggressive efforts by carriers to market "family plans" to parents and teenagers, the phones have become so commonplace that trying to keep them out of schools would be like trying to enforce a ban on lip gloss or combs.

Adapted from *The New York Times*, September 2004,
www.nytimes.com

The question "Why are you answering the phone in class?" in the reported speech will be:

- a) Gray's mother asked him why is he answering the phone in class?
- b) Gray's mother wanted to know the reason why was he answering the phone in class.
- c) Gray's mother wondered why he was answering the phone in class.
- d) Gray's mother inquired him about the reason that he has been answering the phone in class.
- e) Gray's mother doubted why he was answering the phone in class.

19. O verbo, que estava no present continuous, ficará no past continuous. A alternativa é também traz o verbo nesse tempo; porém, o significado do verbo doubted não permite que ele sirva como reporting verb nesse caso de wh-sentence.

By MATT RICHTEL

The New York Times



Carol T. Powers, NYT

Lunch time means cellphone time for Gray Taylor, 15, and fellow students at Eastern High in Lansing, Mich.

information about terrorist activities. "You can see who's posting what and who's paying for it", one expert says. [...] Other experts advocate a more aggressive approach; they say shutting down websites, even temporarily, can disrupt a terrorist group's activities.

The United States have tried to prosecute webmasters who run terrorist websites in the West, but has run into opposition from free speech advocates. "Sites that tell the terrorist side of the story go right up to the brink of civil liberties", Arquilla says.

(<http://cfrterrorism.org/home>)

17. (Mack-SP)

The Brain in Love

SCIENTIFIC AMERICAN.COM

Using neurochemistry to try to unravel the experience of romantic passion

By Barbara Smuts

Fisher is well known for her three previous books (*The Sex Contract*, *Anatomy of Love* and *The First Sex*), which bring an evolutionary perspective to myriad aspects of sex, love, and sex differences. This book is the best, in my view, because it goes beyond observable behaviors to consider their underlying brain mechanisms. Most people think of romantic love as a feeling. Fisher, however, views it as a drive so powerful that it can override other drives, such as hunger and thirst, render the most dignified person a fool, or bring **rapture** to an unassuming wallflower.

This original hypothesis is consistent with the neurochemistry of love. While emphasizing the complex and subtle interplay among multiple brain chemicals, Fisher argues convincingly that dopamine deserves center stage. This neurotransmitter drives animals to seek rewards, such as food and sex, and is also essential to the pleasure experienced when such drives are satisfied. Fisher thinks that dopamine's action can explain both the highs of romantic passion (dopamine rising) and the lows of rejection (dopamine falling). Citing evidence from studies of humans and other animals, she also demonstrates marked parallels between the behaviors, feelings and chemicals that underlie romantic love and those associated with substance addiction. Like the alcoholic who feels compelled to drink, the impassioned lover cries that he will die without his beloved.

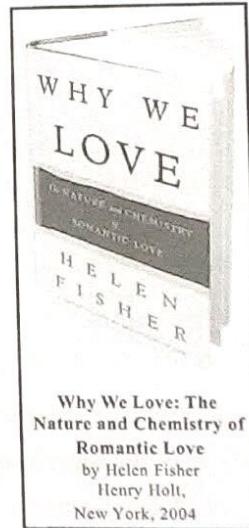
Dying of a broken heart is, of course, not adaptive, and neither is forsaking family and fortune to pursue a sweetheart to the ends of the earth. Why then, Fisher asks, **has evolution burdened humans with such seemingly irrational passions?** Drawing on evidence from living primates, paleontology and diverse cultures, she argues that the

Indique a alternativa que preenche **corretamente** a sentença:

John Arquilla declared that the greatest advantage of the internet _____ stealth, and that terrorists _____ in an ocean of bits and bytes.

- a) was ... swim.
- b) is ... swam.
- c) is ... has swum.
- d) was ... swam.
- e) was ... swimming.

O trecho com as lacunas é uma parte do texto transformada para o *indirect speech*. Assim, para completar as lacunas, basta passarmos o verbo no *simple present* para o *simple past*.



Why We Love: The
Nature and Chemistry of
Romantic Love
by Helen Fisher
Henry Holt,
New York, 2004

made it hard for her to talk. Other children teased her because of her speech problem, so she spent much of her childhood playing alone. One of Jackie's favorite games was to pretend she was on television. She told stories out loud using gestures and dramatic voices. At school, Jackie soon learned that she was good at writing stories, and with the help of her favorite teacher, she started to work on improving her speech.

Jackie's first storytelling performance was in a library. She was working as a librarian and was asked to entertain a group of children. Jackie told them a story and they loved it! Before long, she began telling stories within her community. Many of her stories came from old American and African-American folktales. Eventually, she started telling stories across North America.

As Jackie's fame increased, her health decreased. She now has to use a wheelchair, but this has not stopped her storytelling career. Jackie's stories have been published in books, magazines, and newspapers and she has appeared on radio and television. She has won awards for nine of her sound recordings and three of her television specials.

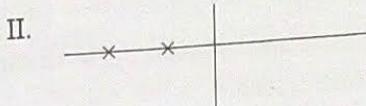
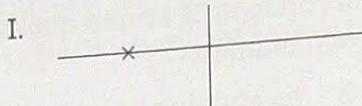
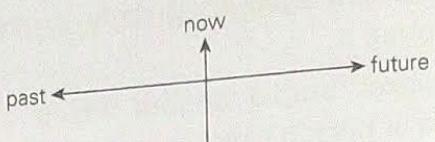
Adapted from *NorthStar 3: Listening and Speaking*, 2nd Edition (Longman, p. 57), Helen S. Solórzano and Jennifer P. L. Schmidt

In the sentence, "She has won awards for nine of her sound recordings and three of her television specials", the underlined expression shows that:

- a) the action is not expected to happen.
- b) the action began in the past and is continuing now.
- c) the action expresses a past situation or habit.
- d) the action expresses an experience that happened at some time in one's life.

12. A expressão sublinhada indica uma ação que já aconteceu no passado, sem especificar o momento exato. Não há a ideia de que algo ainda esteja acontecendo nem mesmo que seja um hábito do passado ou, ainda, algo que acontecia frequentemente no passado, como expressam as demais alternativas.

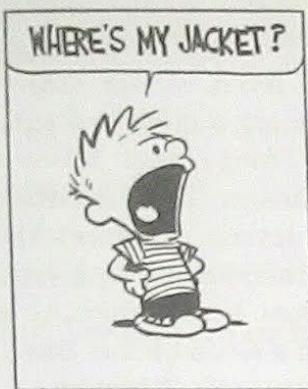
13. Observe os gráficos a seguir.



Qual dos gráficos melhor representa o tempo verbal *present perfect*? Justifique sua resposta.

O último gráfico representa o tempo verbal *present perfect*, utilizado para caracterizar uma ação que ocorreu no passado, em um tempo não definido, e que pode ou não continuar até o presente. O primeiro gráfico representa uma ação que ocorreu e foi concluída no passado. Por fim, o segundo gráfico representa uma ação que ocorreu no passado, em um período de tempo, e foi finalizada no passado.

Tirinha para as questões 14 e 15.



Calvin & Hobbes, Bill Watterson © 1986 Watterson
Dist. by Andrews McMeel Syndication

Calvin & Hobbes – Bill Watterson

14. Explique em que consiste o humor da tira.

O humor da tira está no fato de que Calvin reclama por procurar sua jaqueta em diversos lugares da casa nos quais supõe tê-la deixado para somente encontrá-la no último lugar que procura, mas o mais adequado para uma peça de roupa estar, ou seja, em seu armário, onde provavelmente sua mãe a guardou.

15. São utilizados dois tempos verbais na tirinha para mencionar ações realizadas no passado. Identifique-os e explique a diferença entre eles.

No segundo quadrinho, quando Calvin diz *I've looked everywhere!*, utilizando o present perfect, ele indica que realizou uma ação. Porém, não define exatamente em que momento no passado e quanto tempo despendeu nessa procura. No último quadrinho, quando diz *Who put it in the stupid closet?!?*, ele usa o simple past, pois a pessoa que colocou sua jaqueta no armário, provavelmente sua mãe, praticou a ação apenas uma vez, iniciando-a e finalizando-a em um determinado momento no passado.

17. O trecho que justifica a alternativa é o que diz: "[...] on which she quickly amassed a collection of hundreds of short stories and hundreds of thousands of words – typing at 70 words per minute".

How ...?

16. (UPE-PE)



By Greg and Mort Walker.
In: http://www.comicstriparchive.com/Beetle_Bailey/ (Adaptado)

No 2º quadrinho, qual expressão interrogativa completa **corretamente** a pergunta?

- a) How far.
- b) How about.
- c) How much.
- d) How long.
- e) How often.

As demais alternativas significam "até onde", "que tal", "quanto" e "com que frequência", o sentido pretendido é "quanto tempo faz desde que você limpou seu rifle?".

Read the text and answer questions 17 and 18 according to it.

Adora Svitak: Tiny Literary Giant at 12

Adora started writing when she was four years old. She hasn't stopped since. At six, Adora received a laptop computer from her mother, on which she quickly amassed a

transformed her writing success into speaking and teaching success; pelo item III: *She has spoken at over 400 schools and presented at the annual TED (Technology, Entertainment, Design) conference; e pelo item V: She's also planning a conference of her own, for kids and by kids, called TEDx Redmond. She has been featured on Good Morning America and on CNN. Adora also maintains a blog and attends an online public school.* E por último, o item II: *She is in the eighth grade.*

collection of hundreds of short stories and hundreds of thousands of words – typing at 70 words per minute.

At the age of seven, Adora achieved her dream of becoming a published author with the release of *Flying Fingers: Master the Tools of Learning Through the Joy of Writing*. The book featured several of Adora's short stories, along with her writing tips, typing tips, and advice from her mother. At age 11, Adora published a second book, *Dancing Fingers*, with her older sister, Adrianna.

Today, Adora is 12 and she has transformed her writing success into speaking and teaching success. She has spoken at over 400 schools and presented at the annual TED (Technology, Entertainment, Design) conference. She's also planning a conference of her own, for kids and by kids, called TEDx Redmond. She has been featured on Good Morning America and on CNN. Adora also maintains a blog and attends an online public school. She is in the eighth grade.

Disponível em: <<http://juniorbiz.com/adora-svitak-interview>>. Acesso em: 02 jun. 2011. (Texto adaptado.)

17. (UFPB) According to the first paragraph, when Adora got a laptop from her mother, she started:

- a) publishing seventy stories per month.
- b) reading thousands of stories weekly.
- c) writing a smaller number of stories.
- d) typing a great number of stories.
- e) telling less and less stories online.

18. (UFPB) Identify the questions whose answers are found in paragraph three of the text:

- I. How old is Adora now? No terceiro parágrafo do texto, encontramos os seguintes trechos que podem ser respondidos pelo item I: *Today, Adora is 12 and she has*
- II. What grade is Adora at school? *She has spoken at over 400 schools and presented at the annual TED (Technology, Entertainment, Design) conference; e pelo item V: She's also planning a conference of her own, for kids and by kids, called TEDx Redmond. She has been featured on Good Morning America and on CNN. Adora also maintains a blog and attends an online public school.*
- III. Where has she presented conferences?
- IV. How many schools does Adora maintain?
- V. Which media has Adora been featured on?

1. 08) Incorreta. De acordo com o texto, o primeiro *tsunami* de que se tem registro ocorreu na costa da Síria (Since the first one on record along Syria's coast...).

Since and for

Texto para as questões 1 e 2.

Eye on tsunamis

Tsunamis aren't moon-driven tides or wind-driven waves at the sea surface. They're caused by violent movements of rocks – seafloor earthquakes usually – that can put a whole ocean in motion. Since the first one on record along Syria's coast in about 2000 B. C., a few thousand tsunamis have collectively killed more than five hundred thousand people. Nearly half those deaths occurred in a single catastrophe in the Indian Ocean in 2004; as coastal populations have boomed, tsunamis have grown more lethal. Their Japanese name – it means "harbor wave" – is perhaps a bit too quiet.

Most large tsunamis arise around the rim of the Pacific and Indian oceans, along seafloor faults called subduction zones, where colliding tectonic plates trigger large earthquakes. Waves spread in opposite directions from the fault. Within minutes the first waves crash onto nearby land, as in Japan in 2011; within hours they cross the ocean. Even thousands of miles away, a harbor may not be safe. Tsunamis remain dangerous after they've crossed a whole ocean, barreling at the speed of a jetliner. The one that savaged Japan swept a man in California out to sea.

Some sixteen thousand people died in Japan last March 11, most of them along hundreds of miles of coast in the Tohoku region, and nearly four thousand are still missing. The tsunami eradicated several towns and villages in Tohoku and left hundreds of thousands homeless.

Adaptado de: National Geographic, February 2012.

2. 02) Incorreta, pois de acordo com o trecho, quarto mil pessoas estão desaparecidas (and nearly four thousand are still missing.).
08) Incorreta, pois em nenhum momento do parágrafo e do texto há uma comparativa com os demais *tsunamis* ocorridos no Japão.

1. (UEPG-PR) Com base nas informações contidas no primeiro e segundo parágrafos, assinale o que for correto.

01) Durante um maremoto, gigantescas ondas surgem e se deslocam em direções opostas.
02) Coletivamente, os *tsunamis* já mataram mais de quinhentas mil pessoas.
04) Quase a metade do total estimado de mortes causadas por *tsunamis* ocorreu em uma única catástrofe.
08) O primeiro *tsunami* de que se tem registro também ocorreu no Japão.

Soma: 07 (01 + 02 + 04)

2. (UEPG-PR) De acordo com o último parágrafo do texto, assinale o que for correto.

01) Em Tohoku, o *tsunami* destruiu várias cidades e vilas.
02) Cerca de seis mil pessoas estão desaparecidas no Japão.
04) A maioria dos dezesseis mil mortos moravam ao longo de centenas de milhas da costa na região de Tohoku.
08) O Japão sofreu o mais terrível maremoto seguido de *tsunami* de sua história em 2011.

Soma: 05 (01 + 04)

Answer the questions 3 and 4 according to the information in the text.

We wanted to feature new work by older as well as younger writers, believing that many authors improve with age and experience. (...) Their work was selected for its energy, insight and skill, and for the excitement it generated in us – in the same way as the work of younger writers excited us. We're happy to have had

3. Algumas palavras e expressões-chave para a escolha da alternativa são: *we wanted to feature new work; by older as well as younger writers; their work was selected; final selection; poetry anthologies; this selection.*
a broader brief: to highlight new writing in English by writers of all ages and nationalities.

10 It was no great surprise to discover, when we arrived at the final selection, that half the best pieces were written by women. Since gender in no way influenced selection, it's almost embarrassing to mention this. But in a literary world where
15 shortlists for literary prizes regularly feature twice as many men as women, and where poetry anthologies including half a dozen women out of fifty contributors aren't yet a distant memory, this selection is glowing evidence of the equal
20 talents of today's female and male writers.

Source: ADEBAYO, D.; MORRISON, B.; ROGERS, J. (2003) *New Writing*

3. (PUC-RS) This extract is part of:

- an introduction to an anthropology book.
- an article about the success of women in today's world.
- a description of how texts for an anthology were chosen.
- an article on how adults become literate.
- a comparison between older and younger writers.

4. (PUC-RS) A palavra "Since" (linha 12) é empregada da mesma forma e tem o mesmo sentido no texto e em duas das frases a seguir:

1. They were divorced two years ago and she has since remarried.
2. It's been long since we last went to a movie or a party.
3. Since you are up, hand me those tools over there, please.
4. The original building has long since been torn down.
5. We thought that, since we were in the area, we'd stop by and see them.

Essas duas frases são:

a) 1 e 4.	d) 3 e 4.
b) 2 e 3.	e) 3 e 5.
c) 2 e 5.	

4. *Since*, no texto, foi empregado com o sentido de "já que...". As frases 1, 2 e 4 têm o sentido de "desde", temporal.

work was selected; final selection; poetry anthologies; this selection.
we wanted to feature new work; by older as well as younger writers; their
Texto para as questões 5 e 6.

The Nun Study: Unlocking the Secrets of Alzheimer's

Adapted from *Time*, May 14, 2001

Precious little is known about this terrible illness, Alzheimer's, which threatens to strike some 14 million Americans by 2050. Its precise cause is still largely mysterious, and effective treatments are still years away. But epidemiologists are beginning to get a handle on what kinds of people are most seriously ravaged by Alzheimer's—and, conversely, which people tend to escape relatively unscathed.

Much of this knowledge comes from a single, powerful piece of ongoing research: the aptly named Nun Study. Since 1986, University of Kentucky scientist David Snowdon has been studying 678 School Sisters – painstakingly researching their personal and medical histories, testing them for cognitive function and even dissecting their brains after death. Over the years, as he explains in *Aging with Grace*, a moving, intensely personal account of his research, Snowdon and his colleagues have teased out a series of intriguing—and quite revealing—links between lifestyle and Alzheimer's.

Scientists know that genes can predispose people to Alzheimer's disease. But as described in nearly three dozen scientific papers, Snowdon's study has shown, among other things, that a history of stroke and head trauma can boost your chances of coming down with debilitating symptoms of Alzheimer's later in life; and that a college education and an active intellectual life, on the other hand, may actually protect you from the effects of the disease.

Perhaps the most surprising result of the Nun Study, though, is the discovery that the way we express ourselves in language, even at an early age, can foretell how long we'll live and how vulnerable we'll be to Alzheimer's decades down the line. Indeed, Snowdon's latest finding, scheduled to be announced this

5. O texto é uma descrição de um estudo sobre a doença de Alzheimer realizado com freiras (nuns); portanto, o título se refere a isso: [...] powerful piece of *ongoing research: the aptly named Nun Study.*

week, reinforces that notion. After analyzing short autobiographies of almost 200 nuns, written when they first took holy orders, he found that the sisters who had expressed the most positive emotions in their writing as girls ended up living longest, and that those on the road to Alzheimer's expressed fewer and fewer positive emotions as their mental functions declined. These findings, like many of Snowdon's earlier conclusions, will undoubtedly spark a lively debate.

5. (PUC-RJ) The title 'The Nun Study' refers to:

- a) a study that the nuns are developing on autobiographies.
- b) a study that the nuns are developing on Alzheimer's.
- c) a scientific project that studies Alzheimer's.
- d) a place where the nuns read and write.
- e) a course where the nuns study Alzheimer's.

6. (PUC-RJ) In paragraph 2, the author says that David Snowdon has been investigating the nuns:

- a) for more than fifteen years.
- b) for less than fifteen years.
- c) for a couple of years.
- d) for about fifteen years.
- e) for a dozen of years.

7. Read the text and answer the question.

[...] You know we poor artists have to show ourselves in society from time to time, just to remind the public that we are not savages. With an evening coat and a white tie, as you told me once, anybody, even a stockbroker, can gain a reputation for being civilised. Well, after I had been in the room, about ten minutes, talking to huge overdressed dowagers and tedious Academicians, I suddenly became conscious that someone was looking at me. I turned halfway round, and saw Dorian Gray for the first time. [...]

WILDE, Oscar. *The picture of Dorian Gray.*

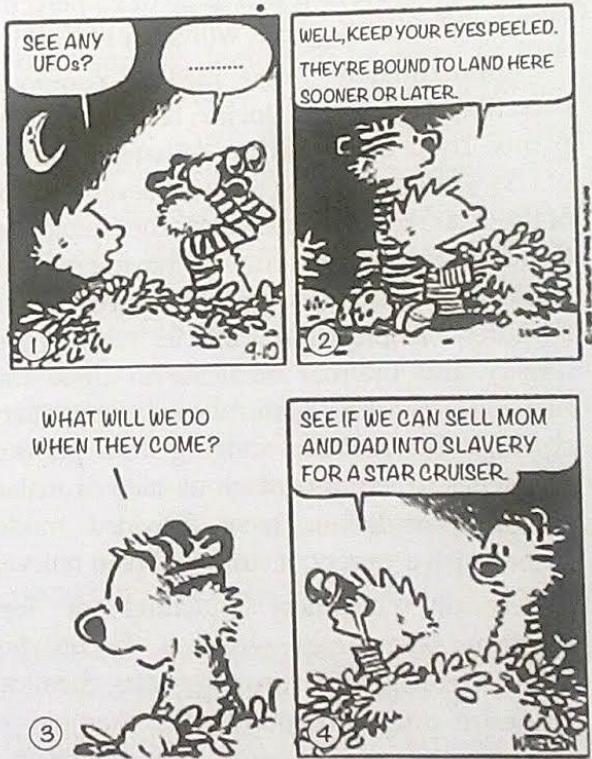
8. Como Calvin pergunta, no primeiro quadrinho, se Haroldo "vê algum OVNI", a resposta dele só pode ser *not yet*, já que no quadrinho seguinte Calvin lhe diz: "Continue olhando, pois eles chegarão aqui cedo ou tarde"; ou seja, ainda não chegaram, mas certamente chegarão. No quadrinho 3 vem, novamente, a confirmação da chegada quase certa dos OVNIs, quando Haroldo diz "How far do your dreams go? a Calvin "O que faremos quando eles chegarem?". A palavra *yet* na alternativa correta representa essa "espera".

The preposition "for" appears two times in the text, with different functions. Explain, in Portuguese, its two functions in the text.

A preposição *for* aparece no texto primeiro com a função de justificar o substantivo *reputation*, que a precede. No segundo caso, *for* aparece com a função de introduzir uma expressão de tempo, indicando que aquela era a primeira vez que o narrador via Dorian Gray.

Already and yet

8. (UFRGS-RS) The question is related to the comic strip below.



Available: <<http://3.bp.blogspot.com/>>. Access: December 1, 2011.

Select the **correct** alternative to fill the gap in panel 1.

- a) At the time.
- b) Not yet.
- c) No longer.
- d) Just now.
- e) Right now.

Texto para as questões 11 e 12.

The euro

The flight from Spain

Spain can be shored up for a while; but its woes contain an alarming lesson for the entire euro zone



THE worst nightmares are the ones you cannot wake up from. Just ask Spain. A year ago the cost of Spanish government borrowing soared as euro contagion spread from Greece, Ireland and Portugal. Panic seemed to subside with central-bank intervention and the promise of a new reforming government in Madrid. Since then Spain has, broadly, been as good as its word and Mariano Rajoy's government has [...] played its part in countless "make-or-break" summits in Brussels and secured up to €100 billion (\$121 billion) to prop up its banks. Yet despite all its efforts and pain, Spain cannot shake off that sense of doom. On July 25th the yield on ten-year bonds touched a euro-era record of 7.75%. Two-year bonds have climbed above 7%: investors fear that Spain must soon ask for a bail-out – or default.

Spain's nightmare is a symptom of what is wrong with the entire euro zone. As the months drag on, the crisis is deepening. Europe's leaders have asked the world to trust that they will do what it takes to save the euro. They have also pleaded for more time to sort out the mess. Their task is indeed immense, but as they disappear to their chateaux and beach villas, trust is draining away and time is not their friend.

11. A ideia principal do texto está relacionada aos obstáculos que a economia espanhola enfrentava para superar a crise, como indicam algumas expressões-chave no texto: *tax rises, economy in recession, cutting spending e reluctant to invest.*

The bull and the horns

Spain's situation today is all the more shocking because only this month it had announced €65 billion of tax rises and spending cuts and won the funds for its bank rescue. This was meant to persuade investors that the whole euro zone is serious about keeping Spain. Yet the message was obliterated by news that the government now expects the recession to last into 2013 and, worse, that it will have to find the money to bail out regions which have suddenly confessed to being broke.

The prognosis for Spain is bleak. The economy is in recession, the public sector is cutting spending and the private sector is reluctant to invest. This lack of domestic demand almost guarantees that Mr Rajoy will fail to meet the target to reduce the deficit. If that happens, Spain will be asked to impose yet more austerity. That will undermine his popularity, which has already fallen steeply since he was elected. Spain's resolve will be further damaged by rows over budget cuts between Madrid and regional politicians, who control 40% of public spending – and who, even if they are from Mr Rajoy's party, jealously guard their autonomy. Political uncertainty will feed back into the economy, which will only deteriorate more. And the vicious circle continues.

Jul 28th 2012 / www.economist.com

11. (ESPM-SP) The main idea of the text is:

- a) the euro downturn has spread from Spain to Greece, Ireland and Portugal.
- b) the hurdles the Spanish economy has to cope with to overcome its crisis.
- c) the procedures Spain is taking to recover from its economic nightmare, such as cutting budgets and freeing its labour markets.
- d) the likelihood of economic doom for Spanish investors regarding their lack of guarantees.
- e) the crumbling of the euro zone due to the Spanish default.

12. (ESPM-SP) In the underlined sentence "Yet despite all its efforts and pain, Spain cannot shake off that sense of doom.", the word yet conveys an idea of:

- a) opposition.
- b) addition.
- c) replacement.
- d) cause.
- e) result.

A ideia é que "mesmo depois dos esforços, a Espanha não consegue se livrar da sensação de desgraça."

Para responder às questões 13 e 14, leia o texto a seguir.

1. What makes a teenager grow up to live a normal life while another turns to murder?

Researchers suggest the answer may lie in a part of the brain that controls planning, reasoning and impulse control. Studies are revealing physiological differences between the brains of normal people and those of people who kill.

"There is clearly a biological predisposition to violence," says psychologist Adrian Raine of the University of Southern California. "We know there are murderers who don't have the usual signs – a history of child abuse, poverty, domestic violence, broken homes – and yet they commit violence. Research suggests the cause may lie internally, in terms of abnormal biological functioning."

Raine led studies comparing the brains of 41 murderers with those of 41 nonviolent people matched by age and gender. He found that "murderers have poorer functioning of the pre-frontal cortex, the part of the brain located above the eyes, behind the forehead. This is the part of the brain that controls regulating behaviors – the part that says 'wait a minute'."

In another study, Raine divided the murderers into two groups: those from healthy, stable family backgrounds and those from abusive, dysfunctional homes. "It's the murderers from good home environments who have the poorest brain functioning," he says.

Source: Anita Manning, in *USA Today*.

AMOS, E. et al. *Sun 2. 2. ed.* São Paulo: Richmond, 2004.

14. A palavra destacada está na frase *We know there are murderers who don't have the usual signs – a history of child abuse, poverty, domestic violence, broken homes – and yet they commit violence*, com sentido de "mesmo assim", "ainda assim", "no entanto"; todas sinônimas de *nevertheless*.

13. (UFSM-RS) Leia as afirmações a seguir sobre o texto.

I. Pobreza, abuso infantil e violência doméstica são fatores essenciais para a prática de homicídio.

II. A parte do cérebro responsável pelo controle das ações humanas opera de forma deficitária nos criminosos.

III. Uma família estável e possuidora de bens materiais sempre terá filhos com funcionamento normal do cérebro.

Está(ão) correta(s):

- a) apenas I.
- b) apenas II.
- c) apenas I e II.
- d) apenas I e III.
- e) apenas II e III.

O texto não diz que pobreza, abuso infantil e violência doméstica são essenciais para a prática de homicídios, ao contrário, afirma que há pessoas sem qualquer um desses históricos que cometem homicídio; assim, a afirmação I é falsa. O que o texto defende é que existe uma diferença no funcionamento do cérebro de pessoas que cometem crimes, e essa diferença pode afetar pessoas com bons ambientes familiares, ou seja, a afirmativa III também é refutada, restando apenas a II.

14. (UFSM-RS) A palavra "yet", na linha 14, pode ser substituída, sem mudança de significado, por:

- a) more.
- b) even.
- c) already.
- d) nevertheless.
- e) at least.

15. Reescreva as frases conferindo-lhes o sentido oposto.

a) I have already done my homework. Can I play video game now?

I *have not/haven't* done my homework yet. Can I play video game now?

b) You have already authorised this app.

You *have not* authorized this app yet.

c) We are not close to our grandparents' house yet, after all these hours traveling.

We are already close to our grandparents' house, after all these hours traveling.

d) We have already seen this movie.

We haven't seen this movie yet.

Just, recently, and lately

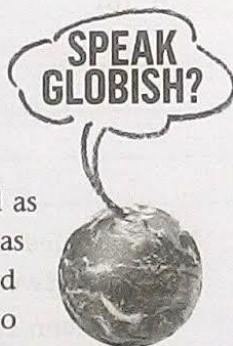
Texto para as questões 16 e 17.

GLOBISH

Powered by the Internet and the global media, English has evolved into the world's language

1 Contagious, adaptable, populist, and subversive, the English language has become as much a part of 5 the global consciousness as the combustion engine. And as English gains momentum as a second language all around the world, it is morphing into 10 a new and simplified version of itself – one that responds to the demands of a global economy and culture. Having neatly made the transition from the Queen's English to the more democratic American 15 version, it is now becoming a worldwide power, a populist tool increasingly known as Globish.

The term quickly caught on within the international community. The Times journalist Ben Macintyre described a conversation he had 20 overheard while waiting for a flight from Delhi between a Spanish U.N. peacekeeper and an Indian soldier. "The Indian spoke no Spanish;



the Spaniard spoke no Punjabi," he says. "Yet they understood one another easily. The language they spoke was a highly simplified form of English, without grammar or structure, but perfectly comprehensible, to them and to me. Only now do I realize that they were speaking 'Globish', the newest and most widely spoken language in the world."

With the turn of the millennium, it appeared that English language and culture were becoming rapidly separated from their contentious past. English began to gain a supranational 35 momentum that made it independent of its Anglo-American origins. And as English became liberated from its roots, it began to spread deeper into the developing world. In 2003 both Chile and Mongolia declared their intention to become 40 bilingual in English. In 2006 English was added to the Mexican primary-school curriculum as a compulsory second language. In China, some 50 million people are enrolled in a language program, known colloquially as "Crazy English," 45 conducted by "the Elvis of English," Li Yang, who often teaches groups of 10,000 or more, under the slogan "Conquer English to make China strong."

The fact is that English no longer depends on the U.S. or U.K. It's now being shaped by a 50 world whose second language is English, and whose cultural reference points are expressed in English but without reference to its British or American origins. In the short term, Globish is set to only grow. Some 70 to 80 percent of 55 the world's Internet home pages are in English, compared with 4.5 percent in German and 3.1 percent in Japanese. According to the British Council, by 2030 "nearly one third of the world's population will be trying to learn 60 English at the same time." That means ever more voices adapting the English language to suit their needs, finding in Globish a common linguistic denominator.

MCCRUM, R. Globish. *Newsweek*. New York. Jun. 21, p. 24-27. Adaptado.

Glossary:

"U.S." (l. 49) – United States.

"U.K." (l. 49) – United Kingdom.

16. (UFBA) According to the text, answer in Portuguese, in a concise way, the following questions:

a) What has mostly contributed to transforming the English language into a worldwide power?

O fato de a língua ter sido impulsionada pela internet e pela mídia globalizada.

b) Based on what the journalist Ben Macintyre says in the second paragraph, mention the main characteristics of the 'Globish' language.

Uma forma altamente simplificada da língua inglesa, sem gramática ou estrutura, porém totalmente comprehensível ao falante.

c) What happened to the English language and culture with the turn of the millennium?

A língua começou a ser utilizada além de suas origens anglo-americanas, como se a língua e a cultura inglesas se separassem de seu passado controverso.

d) What are the British Council future expectations as far as the English language is concerned?

Provavelmente, um terço da população estará tentando aprender inglês ao mesmo tempo, o que significa que a língua será ainda mais adaptada e moldada para as necessidades dessas pessoas.

17. (UFBA) Follow the instructions below and make all the necessary changes.

a) Replace **now** by **lately**.

"it is now becoming a worldwide power"
(l. 15)

It has become a worldwide power *lately*.

b) Ask a question so that the sentence in **bold** is the answer.

"a conversation he had overheard **while waiting for a flight from Delhi**" (l. 20)

What has The Times journalist Ben Macintyre described?

c) Use **any** instead of **no**.

"The Indian spoke no Spanish" (l. 22)

The Indian did not speak **any** Spanish.

18. Read the following sentences and answer the questions:

- I. I've **just** started to study Grammar.
- II. I've listened to Iron Maiden **recently**.
- III. My brother has been very busy **lately**.

Although the words *just*, *recently* and *lately* have similar meanings, they are not perfect synonyms. In English, based on examples I, II and III, explain why and then create three sentences using them.

The adverbs "just", "recently" and "lately" are not perfect synonyms because each of them refers to slightly different moments in the past. "Just" refers to the most recent action, as it is exemplified in the first sentence. "Recently" refers to something that happened not long ago, and "lately" refers to something that started in the past and is still in progress, like it is shown in the last sentence.

Sugestões de orações com cada advérbio:

He has just bought a new car.

I've started a new course recently.

They haven't been in a good mood lately.

19. (PUC-RJ)

Electric bicycles: green your bike commute¹

Despite the huge recent push to significantly reduce greenhouse gas emissions, if you take a look around, you'll note that cars still rule the road. The common mentality is that a bicycle (or walking, for that matter) is for those who live right around the corner from work, or don't have any extras to tote along during the day. Enter the electric bicycle.

19. Logo na introdução do texto, encontramos respaldo para a resposta correta: *Despite the huge recent push to significantly reduce greenhouse gas emissions [...]. A alternativa correta é uma paráfrase desse trecho, em que há correspondência entre o termo *recent* do texto e o termo *lately* da alternativa.*

Electric bikes (also referred to as e-bikes or power-assist bicycles) haven't yet proven to be a viable alternative for most people because of the cost, weight, and added complexities, such as rechargeable battery packs, that can arise from their use. However, there are some strong cost and environmental justifications for using these virtually silent motorized wonders as part of your daily commute. The newest technology for electric bikes also effectively answers many past e-bike concerns.

What's not to love about e-bikes? They're light, they recharge quickly, travel far without a trace of pollution, and store all of your stuff... "But wait", you naturally ask next, "What's this gonna cost me?" A little research reveals a wide range of prices, simply dependent upon maker and added features. Average prices span from \$450 to \$1,500, while add-ons like customized front suspension and battery upgrades will tack on a bit more. However, that's not too unfair considering what you'll be saving in fuel costs, and the harmful pollutants you'll be sparing Mother Nature in the process. Very eco-cool!

By Keith Shockley

<http://greenlivingideas.com/electric-bicycles/electricbicycles-green-your-bike-commute.html> (with slight adaptations)

Glossary:

Commute (noun): a regular journey of some distance to and from your place of work; the act of traveling from one place to another.

About greenhouse gas emissions, the text (lines 1-4) reveals that:

- a) they have decreased slightly in recent times.
- b) most cars on the road now have lower gas emissions.
- c) a great campaign to decrease them quickly will be made.
- d) great efforts have been made lately to cut them back considerably.
- e) the number of cars that produce them has been dropping sharply.

How far do your dreams go?

Texto para as questões 7 e 8.

Video Racing Games Linked to Risky Road Behavior

Ed Edelson

MONDAY, March 19 (Health days News)

– People who play crash-and-bang car-racing video and computer games may be more aggressive, risky drivers in the real world, new research suggests.

A series of studies found a consistent relationship between dangerous driving in the virtual world of video screens and aggressive feelings and actions behind the real wheel, German psychologists report.

One particularly impressive example of how computer games can affect behavior came when participants in one trial took a test used by German officials to help determine whether driving licenses should be restored to those who lost them because of bad behavior.

"When they take your license in Germany, you must do a specific test to get it back. We took a special part of that test to measure risk-taking behavior," said Peter Fischer, assistant professor of psychology at Ludwig-Maximilians University in Munich, and one of the leaders of the studies.

The 83 men in that trial first played a computer racing game in which winning required major violations of traffic rules – driving on the sidewalk, speeding excessively, crashing into other cars.

"When they took the special part of the road test to measure risk-taking and were confronted by a critical situation, their behavior became more and more risky," Fischer said.

In another study of 198 drivers, both male and female, those who reported playing more car-racing games were likelier to report getting into accidents.

And in a third study, men who played even one racing game took significantly higher risks on a computer simulator of critical traffic

situations than those who played a game that did not involve driving.

"Our results pose the question whether playing racing games leads to accidents in real-life road traffic," the researchers wrote.

While the new research didn't answer that question, Fischer said: "I think the games can be problematical. I wouldn't go so far as to prohibit them, but there should be awareness of the risks".

The researchers also noted that children start playing such games at age 10, on average, potentially creating future generations of dangerous drivers.

"Kids play them very often, and there really has been no research on the effects of the games," Fischer said. "Our results indicate that risk can be increased. The most important implication is that parents and participants should be aware that playing these games can make you more inclined to take risks on the road."

The findings are in the March issue of the *Journal of Experimental Psychology: Applied*, which is published by the American Psychological Association.

"The studies parallel violent game research, and my advice to parents is the same: Be aware of what your children are doing," he said.

For players young and old, a computer game "basically is a driving simulator teaching patterns that can be the opposite of what other people should be teaching you," Bickham said.

Excerto do texto disponível em health.yahoo.com/news/173144.

7. (UEM-PR) Na Alemanha, um motorista que teve sua carteira de habilitação apreendida pode reavê-la? O que deve fazer para isso?

Sim, pode reavê-la. Porém, é preciso fazer um teste específico para isso, em que se mede o comportamento de risco do condutor ao volante, como podemos observar no quarto parágrafo do texto.

9. O trecho que melhor resume o significado de *digital storytelling* é: "Digital" storytelling refers to the media used to convey the story. The digital stories are simply stories that are created and disseminated by using digital media.

8. (UEM-PR) De acordo com o texto, quais são as implicações de se permitir que as crianças brinquem com jogos de corrida de carro?

Alguns estudos sugerem que há uma relação entre os jogos de corrida e a direção perigosa. E ainda que não haja uma comprovação efetiva de tal teoria, os pais e responsáveis devem estar cientes de que seus filhos, ao jogarem esse tipo de jogo, podem crescer e se tornar motoristas mais propensos a se arriscarem na estrada.

Texto para as questões 9 e 10.

Digital storytelling

For a long time now, storytelling has been used as a tool for learning lessons, preserving events and history, conveying culture and tradition, and for fun. Every man has a tale to tell. By telling stories, we learn about the characteristics that we have in common with other people and through them we are connecting with the world.

"Digital" storytelling refers to the media used to convey the story. The digital stories are simply stories that are created and disseminated by using digital media. They are actually real experiences of their creators – written, narrated and illustrated by the person who has experienced the story.

Through digital storytelling, people who don't have any technical knowledge are able to use the information communication technologies for creating a video of their story. The product is often a 2-5 minute film which is a combination of a narrative part from a personal story, photographs and music.

The process of creating a digital story consists of several steps. The first thing you have to do is to select a story that you want to tell. The story should be a personal experience that you will share with the others and indirectly enable them to experience the things that have happened to you. The second step consists of

writing the script, the starting point for the digital story. After that, the creator should make an audio record in which he will read the finalized story. Upon the completion of the story and the narration, the photos appearing in the video should be planned. The selected photographs don't have to literally represent what the narrator is talking about, so any kind of illustration can be used for the story. Preparing the video is the step that requires the most technical knowledge. Here we import all the graphics and sounds in a video editing application and initiate the creation of the video from the story. In the application, all the graphics are sequenced according to the narration, and effects and transitions are added.

After the video has been completed, it is exported and prepared for sharing. Often, the creators of digital stories are not willing to share their stories online or they decide to do it under a certain nickname.

IGNATOVA, E. Disponível em: <www.metamorphosis.org.mk/content/view/1240/57/lang,en/>. Acesso em: 16 out. 2008.

9. (Uesc-BA) According to the text, the basic difference between traditional and digital storytelling lies in:

- a) the way of communicating the story.
- b) the length of the story.
- c) the person who tells the story.
- d) the possibility of achieving more or less success.
- e) the author's attitude toward the future.

10. (Uesc-BA) Concerning photographs, it's stated in the text that:

- a) you may not use them.
- b) they must represent the theme of the story.
- c) they should be the starting point of the story.
- d) they have to be sequenced according to the narration.
- e) you are free to choose the illustrations you please.

10. O trecho que representa a alternativa correta e que também refuta as incorretas é:
Upon the completion of the story and the narration, the photos appearing in the video should be planned. The selected photographs don't have to literally represent what the narrator is talking about, so any kind of illustration can be used for the story.

11. No trecho *In fact, the history of the Literature Prize appears as a series of attempts to interpret an imprecisely worded will. The consecutive phases in that history reflect the changing sensibility of an Academy continuously renewing itself*, encontramos a ideia de que a Academia renova-se continuamente, mudando sua forma e seus critérios ao avaliar trabalhos.

Types of clauses

Texto para as questões de 11 a 13.

Among the five prizes provided for in Alfred Nobel's will (1895), one was intended for the person who, in the literary field, had produced "the most outstanding work in an ideal direction". The Laureate should be determined by "the Academy in Stockholm", which was specified by the statutes of the Nobel Foundation to mean the Swedish Academy. These statutes defined literature as "not only belles-lettres, but also other writings which, by virtue of their form and style, possess literary value".

As guidelines for the distribution of the Literature Prize, the Swedish Academy had the general requirement for all the prizes – the candidate should have bestowed "the greatest benefit on mankind" – and the special condition for literature, "in an ideal direction". Both prescriptions are vague and the second, in particular, was to cause much discussion. What did Nobel actually mean by ideal? In fact, the history of the Literature Prize appears as a series of attempts to interpret an imprecisely worded will. The consecutive phases in that history reflect the changing sensibility of an Academy continuously renewing itself. The main source of knowledge of the principles and criteria applied is the annual reports which the Committee presented to the Academy. Also the correspondence between the members is often enlightening. There is an obstacle though: all Nobel information is to be secret for 50 years.

A chapter in the history of the Literary Prize could be entitled "A Literary Policy of Neutrality". The objectives laid down by the new chairman of the Academy's Nobel Committee at the beginning of the First World War kept the belligerent powers outside, giving the small nations a chance. This policy partly explains the Scandinavian overrepresentation on the list in this period.

Another period, approximately coinciding with the 1920s, could be labeled "The Great Style". This key concept in the reports of the Committee reveals the connections with Wirsén's epoch and its traits of classicism. With such a standard the Academy was, of course, out of touch with what happened in contemporary literature. It could appreciate Thomas Mann's *Buddenbrooks* – a masterpiece "approaching the classical realism in Tolstoy" – but passed his *Magic Mountain* over in silence.

In line with the requirement "the greatest benefit on mankind", the Academy of the 1930s tried a new approach, equating this "mankind" with the immediate readership of the works in question. A report of its Committee stated "universal interest" as a criterion and the Academy decided on writers within everybody's reach, from Sinclair Lewis to Pearl Buck, repudiating exclusive poets like Paul Valéry and Paul Claudel.

Given a pause for renewal by the Second World War and inspired by its new secretary, Anders Österling, the post-war Academy finished this excursion into popular taste, focusing instead on what was called "the pioneers". Like in the sciences, the Laureates were to be found among those who paved the way for new developments. In a way, this is another interpretation of the formula "the greatest benefit on mankind": the perfect candidate was the one who had provided world literature with new possibilities in outlook and language.

The "pioneers" criterion lost weight, however, as the heroic period of the international avant-garde turned into history and literary innovation became less ostentatious. Instead, the instruments pointed at the "pioneers" of specific linguistic areas. The 1988 Prize was awarded a writer who, from a Western point of view, rather administers the heritage from Flaubert and Thomas Mann. In the Arabic world, on the other hand, Naguib Mahfouz appears as the creator of its contemporary novel.